DOCUMENT RESUME

ED 117 523 95 CE 006 203

AUTHOR	Jenks, Houston C., Ed.
TITLE	A Staff Development Manual for Career Education. Vol. 3: Senior High Level.
INSTITUTION	Saint Charles Parish Schools, Luling, La.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	74
NOTE	121p.; For Volumes 1 and 2, see CE 006 201-202
EDRS PRICE	MF-$0.83 HC-$6.01 Plus Postage
DESCRIPTORS	*Career Awareness; *Career Education; *Curriculum Guides; Educational Objectives; Educational Resources; Evaluation Criteria; Instructional Materials; Learning Activities; *Senior High Schools; Units of Study (Subject Fields)

ABSTRACT

The first section of the manual for developing career education in existing Louisiana senior high school programs is an introduction to the concept and rationale of career education and to the roles of career education personnel. Section 2 is a unit on human values and relations which provides an introduction and rationale for the following activities: human snake, interview (introduction of partner), card interview (introduction of self), falling (exercise in trust), machines, relaxing, blindfold, aggression-affection, introduction of partner (exercise in perception), listening triads, bomb shelter exercise, peer perception, posters, obituary, group poetry, and show-and-tell. For each topic the unit provides a discussion of concepts, performance objectives, materials, instructions for the activity, and observations. Section 3 lists career education materials available and provides sample units, organized the same as those in section 2, covering the topics of why people work and economic, social, and psychological aspects of work. Section 4 contains subject area units providing concepts and objectives for a variety of subjects. Appendixes provide concepts, objectives, and activities for one-year units on child care and job exploration; a similarly organized unit on teaching poetry; and lists of career information resourcos. (JR)

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A STAFF DEVELOPMENT MANUAL FOR CAREER EDUCATION

VOLUME III: Senior High Level

St. Charles Parish Schools
Luling, Louisiana

Robert C. Rice, Superintendent

1974

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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FOREWORD

The infusion of career education into the subject matter areas requires considerable planning if it is to achieve maximum utility. This volume offers a variety of teacher strategies and curriculum units to ensure effective integration. It includes a rationale for career education and also a documentation of the needs for the emphasis on career education.

This volume is dedicated to those teachers who helped make the implementation of our first year of career education a success. A large part of this success is also attributed to the untiring efforts of the career education counselors.

Houston C. Jenks, Ph.D.
Editor
Supervisor of Career Education

Acknowledgment is given to the development team involved in the production of this material.

Nancy Billingsley - Elementary Level, Volume I
Carolyn St. Amant - Junior High Level, Volume II
Kenneth Tate - Junior High Level, Volume II
Bertha Barfield - Senior High Level, Volume III
Elizabeth Lovett - Senior High Level, Volume III

(This material was prepared under a grant from ESAA and Act XIV funds.)

INTRODUCTION

RATIONALE

Kenneth B. Hoyt defines career education as "the total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate these values into their personal value systems, and to implement these values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual."[1]

Ideally, career education should be incorporated into the student's curriculum from his first day in school. It should relate all subject matter to the diverse ways in which adults live and earn a living. The skills, knowledge, and attitudes necessary for work success should be emphasized and phased into every subject for every student. The student must view the courses he studies as relevant and meaningful to what he is doing and what he plans to do in the future. Career education seeks to give meaning to all education by relating its content to the job world.

By the time the student leaves the high school level he should:

"a. have a knowledge of the value of work in society.

"b. have acquired a personal set of work values.

"c. have decided on one or two clusters of occupations on which his career will be built.

"d. know a variety of ways in which various school subjects are of value in the career areas chosen.

"e. have a salable skill.

"f. know where and how additional training and experience can be acquired that will allow progress in these careers."[2]

---

[1] Kenneth B. Hoyt, et al. Career Education: What It Is and How To Do It (Salt Lake City: Olympus Publishing Company, Inc., 1972) p. 1.

"Career education is an idea 'whose time has come' because nationally:

"...850,000 young people drop out of high school each year without skills, without marketable resources, and with no intention or competence to enter college.

"...850,000 drop out of college each year without a degree and without skills.

"...11 percent of our young people between ages 18 and 25 are unemployed, some high school and college graduates.

"...48 percent of our college graduates are working in areas unrelated to the fields in which they were trained; 44.5 percent of these said they were forced to take jobs outside their areas of interest.

"...a large percentage of the 85,000,000 workers in the United States today say they hate their jobs, and this feeling is reflected in the high rate of absenteeism recorded each day and in the alienation of workers on the job."[3]

The extent to which career education will come to the classroom will be determined by the judgment of the classroom teacher. This manual is designed to assist the classroom teacher at the secondary level to incorporate career education into the classroom curriculum. It is a resource manual to serve as a complement to the teacher's present methods, strategies, and curriculum guides approved by the state and parish.

STATISTICS

Career education was first implemented in St. Charles Parish during the

---

[2] James Bottoms, Rupert Evans, et al., (eds.) Career Education Resource Guide (Westlake: General Learning Corporation, 1972), p. 172.

[3] Louisiana Department of Education, "What Will They Be When They Grow Up?" Pamphlet No. 106.

1973-74 school session. Because of federal funding, evaluative instruments were used extensively throughout the parish in order to determine the extent to which the objectives for federal guidelines were met.

The following chart is presented to show the evaluation of the stated objectives.

OBJECTIVES	EVALUATION
1. 80% of the students, K-12, will be able to increase the number of occupations he can list by 5.	1. Destrehan High School - increase of 6-27%; Hahnville High School - increase of 19-106%.
2. 100% of the students, 1-12, will be able to increase the number of desirable work habits he can list by 5.	2. Destrehan High School - increase of 5-83%; Hahnville High School - increase of 6-86%.
3. The number of high school students, 9-12, enrolled in vocational programs will increase by 5%.	3. Enrollment in vocational programs-increase of 7%.
4. The number of students enrolled in work experience programs, 10-12, will increase by 5%.	4. Enrollment in work experience programs - increase of 4%.
5. The number of vocational course offerings, 10-12, will increase by 2.	5. Vocational course offering increased by 2: a. Auto Mechanics - Hahnville b. Electronics - Destrehan
6. 75% of the teachers and administrators involved in the program will express satisfaction with the career education program.	6. Satisfaction with career education program - 99%.
7. The percentage of parental conferences with guidance personnel will increase by 15%.	7. Parental conferences with counselors increased by 197%.
8. At the conclusion of the program, the number of students using career centers will be 95% or higher.	8. Students use of career centers - 95%.
9. There will be an increase in the positiveness of students' attitudes toward themselves and others.	9. Attitudes toward self - increase of 9%; attitudes toward others - increase of 6%.
10. 75% or more of the parents of St. Charles Parish will express approval of the installation of the career education program and its concepts.	10. Parental approval of career education - 99% positive attitude.
11. The dropout rate, 9-12, will reduce by 5% over figures from the previous year.	11. Dropout rate - increase of 7%.

OBJECTIVES	EVALUATION
12. Average daily attendance, 9-12, will increase by 5% over attendance figures from the previous year.	12. Average daily attendance decreased by 8%.
13. The percentage of grade failures will be reduced by 10%.	13. Percentage of grade failures: Destrehan - Increase of 5% Hahnville - Increase of 47%
14. 90% of dropouts and graduates will be placed in a job or further schooling.	14. Dropouts and graduates placed in jobs or further schooling - 74%.

The success of career education in St. Charles Parish during the 1973-74 session was largely due to the efforts of many teachers who supported the program by implementing career education objectives in their classroom. The major thrust of career education for the 1974-75 school year is to involve more teachers and administrators in the program, through the integration of career education concepts into the total school curriculum. Particular emphasis will be placed upon the inculcation of good work habits, as well as expanding the student's knowledge of careers.

SCHOOL PERSONNEL IN CAREER EDUCATION

Principal:

No school program can fully succeed without the support and cooperation of the principal. The role of the principal is to provide an atmosphere for the promotion of career education within the school by encouraging the implementation of career condepts in each instructional area. It is also his role to support non-instructional activities related to career education such as career days, site visitations, etc. The principal should also be ready to suggest ideas which may aid in involving students, staff, parents, and community in career education.

Counselor:

The role of the counselor in career education is essential to the perpetuation and success of the program. Career education and good guidance are inseparable.

The counselor's responsibility to the teacher:

1. To assist in providing ideas and information for developing career units.
2. To provide occupational information and materials.
3. To act as a resource person in the classroom.
4. To aid teachers in developing and implementing humal relations activities.
5. To act as a resource person for planning site visitations and providing speakers for classes.
6. To aid in the administration, scoring, and interpretation of surveys and tests which allow teachers to become aware of the student's interests, aptitudes, and abilities.

The counselor's responsibility to the student:

1. To provide occupational information.
2. To provide opportunities and materials for career exploration.
3. To provide opportunities in group guidance whereby students may develop self-awareness and decision-making skills.
4. To provide opportunities for students to explore and evaluate their interests and aptitudes.
5. To provide opportunities for students to develop self-understanding and understanding of others.
6. To advise students in course selection according to personal career consideration.

Guidance functions at the high school level must be intensified. At this point, the student must begin to make informed and intelligent career choices using an ever-increasing knowledge base. The student, however, may change his mind about career choice and should be afforded opportunities for pursuing the new direction.

In addition to the duties mentioned above, the counselor should seek to promote cooperative work experience and work study programs to initiate and maintain a close liaison with local and area employment offices and personnel managers of area industries and businesses. It is the goal of career education to eventually place each student, graduate or dropout, upon leaving high school in an entry level job or in further training or higher education.

Teacher:

The role of the teacher in career education is to make subject matter more relevant by stressing career concepts as they relate to the particular subject. The positive participation of the teacher is vital to the success of the career education program.

The role of the teacher includes the following:

1. To make subject matter more interesting by making it more relevant to the individual and his place in the work world.
2. To arrange opportunities for students to explore occupations through research, resource speakers, and site visitations.
3. To provide activities for students to develop decision-making skills.
4. To provide activities in which students may develop awareness of self and others.

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Louisiana Department of Education. "What Will They Be When They Grow Up?" Pamphlet No. 106.

DEVELOPING VALUES
AND
HUMAN RELATIONS

HUMAN RELATIONS UNIT

Hahnville High School
Hahnville, Louisiana

Bertha A. Barfield, Counselor
Elizabeth A. Lovett, Counselor

1974

RATIONALE

Many employers allege that major issues concerning problems on the job are perpetuated by the inability of workers to get along with each other. On-the-job training is a short span activity when compared with training in the area of human relations. Employers feel that if the educational system can successfully educate students in human relations, their position as job trainers will be much easier.

A most important concept of career education is that it promotes individual awareness and makes evident those values contributing to self-actualization. Self-understanding is necessary in evaluating potential and therefore essential in making wise choices which shape each individual's future.

The student must learn a process of selection to employ when making choices based on a values system others urge him to follow. Through human relations activities, the student is faced with determining personal values and the effect his decisions have on his life and the lives of others within his surroundings.

INTRODUCTION

The objectives of this human relations unit are as follows:

1. To encourage students to function together in a relaxed atmosphere.
2. To encourage self-expression.
3. To encourage a sense of belonging.
4. To encourage consensus decision making.
5. To encourage sharing of ideas and values.

This unit may be used as a unit in itself or may be combined with classroom activities. It is mandatory that participants be volunteers. Any student who is strongly against participation should never be forced to participate; however, he should not be allowed to be a constant spectator.

It is recommended that each student be allowed the opportunity to write his reactions to each activity. The group facilitator should read these reactions and be aware of changes resulting from involvement in the activities.

IT IS STRONGLY RECOMMENDED THAT A PROGRAM OF THIS NATURE BE CLOSELY ORGANIZED AND SUPERVISED BY GUIDANCE COUNSELORS WHO HAVE HAD TRAINING IN HUMAN RELATIONS, VALUE CLARIFICATION AND/OR GROWTH GROUPS.

The following unit was implemented by the Guidance Department at Hahnville High School during the 1973-74 school session. Facilitators were Ms. Bertha Barfield and Ms. Elizabeth Lovett. Participants were student volunteers from three English classes: Creative Writing, Afro-American Literature, and the Novel. The teachers were Ms. Jean Gill, Ms. Bernadine Williams, and Ms. Shirley Pickett. Self-expression and communication were the objectives.

During the unit, slides were made of the activities and many sessions and individual responses were taped. A sound-slide presentation was developed for a culminating activity.

Student reaction to the program was extremely encouraging:

> "The group seemed to be coming closer each day. Everyone seemed to be reaching out for the people they didn't know. There seemed to be no friction in the matter of racial differences."
>
> "I soon learned what feelings others had, and how their feelings were so much like mine."
>
> "Since that program, I've been a more open person. I can show my feelings toward other people better and understand their feelings more. I've become more sensitive and more a human being than an instrument for others to mold and use."

ACTIVITIES

Listed below are the activities included in the human relations unit. It is recommended the activities be presented in this same order due to the fact that a readiness for some activities should be developed in order to produce the most effective response from the participant.

Those activities categorized as warm-up activities, although not used until introduced by order, can and should be used throughout the entire unit. It is suggested that at least one warm-up activity preceed each session. These exercises help in relieving tension often present in group activities.

1. Snake
2. Interview: Introduction of Partner
3. Card Interview: Introduction of Self
4. Falling: Exercise in Trust
5. Machines
6. Relaxing
7. Blindfold
8. Aggression-Affection
9. Introduction of Partner: Exercise in Perception
10. Listening Triads
11. Bomb Shelter Exercise
12. Peer Perception
13. Posters
14. Obituary
15. Group Poetry
16. Show-and-Tell

Warm-Up Exercises

1. Snake
2. Machines
3. Relaxing
4. Aggression-Affection

SNAKE

Concept:

Being accepted by the group is important to developing a positive self concept.

Performance Objectives:

All students will be chosen to be included in the group.

Materials:

1. Large room with furniture removed.
2. Group facilitator.

Activity:

Ask the students to remove their shoes and be seated casually on the floor. The group facilitator then explains the activity:

> The facilitator states that the group will make a human snake. The facilitator will choose a person who, in turn, must choose another member of the group, etc. The snake winds about the room until all group members are choosen. Upon completion of the snake, the group winds around the room several times. All members drop hands. The facilitator encourages discussion pertaining to negative and positive feelings about being chosen.

This is a good opening exercise for any group because it is helpful in removing tension which always accompanies group exercises. This exercise or some modification of it may be used at the beginning of every daily activity as a "warm-up" exercise.

Observations:

The facilitator should observe the choices made and how they change from day to day. Observation should prove the emergence of positive gestures of acceptance between non-friends.

INTERVIEW: INTRODUCTION OF PARTNER

Concept:

Learning about other individuals establishes rapport between individuals.

Performance Objective:

Every student will choose a partner and introduce him to the total group.

Materials:

1. Large room with furniture removed.
2. Group facilitator.

Activity:

Students should be seated casually on the floor. The group facilitator then explains the activity:

> The facilitator instructs the members of the group to select partners; each individual should be encouraged to choose someone with whom they are not already familiar. The partners are then allowed about five minutes to interview each other. After the time allotment is completed, each student introduces his partner to the entire group.

Observations:

Facilitator should observe that each student gathers information about his partner and presents this to the total group. Facilitator will also observe that information is unusally factual.

CARD INTERVIEW: INTRODUCTION OF SELF*

Concept:

How an individual portrays himself to those around him reveals how willing he is to risk others knowing him.

Performance Objective:

Every student will reveal himself on two levels to other members of the group.

Materials:

1. Large room with furniture removed.
2. Group facilitator.
3. 5 x 8 cards.
4. Straight pins.
5. Crayons.

Activity:

Each student is given a 5 x 8 card and a crayon. The facilitator instructs each student to write his name on each side of the card. On one side the student writes six adjectives ending in "ing" which describe him; on the other side of the card he writes six facts about himself. The facilitator then directs him to pin the card to his shirt, exposing the side of the card with information he chooses to reveal about himself. Students then mill around the room reading each other's cards. After about 5 to 10 minutes the students then seat themselves and describe verbally group members whose cards they have read.

Observation:

The facilitator observes which side of the card the group member shows, revealing how the individual chooses to be known.

*This exercise adapted from a book by Sidney B. Simon, Leland W. Howe, and Howard Kirschenbaum, Values Clarification: A Handbook of Practical Strategies for Teachers and Students. Hart Publishing Company, Inc. New York. 1972. p. 174.

**This activity may be used in addition to the partner interview or as a substitute for the interview.

FALLING: EXERCISE IN TRUST

Concept:

Learning to trust others is necessary to achieving rapport with others.

Performance Objective:

Each student will learn to trust to some extent another member of his group.

Materials:

1. Large room with furniture removed.
2. Group facilitator.

***Activity:**

After the facilitator has led the group through a "warm-up" exercise, the falling exercise may be introduced. This exercise is best utilized after the group is several days into the activities.

The facilitator instructs the students to pick up a partner for this exercise. (It is preferable that the facilitator demonstrate this activity.) Partner A stands behind Partner B, at a reasonable distance. The facilitator instructs Partner B to relax and fall backwards letting Partner A catch him. Then the positions are reversed. As trust is gained, partners may move farther away from each other.

Observations:

Facilitator should observe how readily students are willing to trust partners who are responsible in some degree for their physical well-being.

*A variation of this activity is to divide the large group into several small groups. Small group members form circles with one member in the center. This member closes his eyes and the circle moves around him. When the circle stops, the student in the middle must relax and fall backwards trusting the person behind him to catch him.

MACHINES

Concept:

Individuals find it difficult to participate in group activities because of tension.

Performance Objective:

Each student will have the chance to become relaxed and accepted as part of the group by building on as a section of the human machine.

Materials:

1. Large room with furniture removed.
2. Group facilitator.

Activity:

Students are asked to remove their shoes and sit casually on the floor. The group is divided into smaller groups of no more than ten in each group. The facilitator then explains the activity:

> Each group will build a machine. The activity consists of body movement and sound. One group member begins by standing and performing movement and sound of a part of machinery. A second member then builds onto the first member by the same activity -- movement and sound of a part of machinery. This is repeated until all group members have contributed to the machine.

Observation:

Students will relax and the mood should be set for them to participate in other activities.

RELAXING

Concept:

Individuals find it difficult to participate in group activities because of tension.

Performance Objective:

Each student will be provided with the opportunity and atmosphere to relax prior to group activity.

Materials:

1. Large room with furniture removed.
2. Group facilitator.
3. Mood music (Ex. Roberta Flack, John Denver, Herbie Mann)

Activity:

The facilitator instructs students to remove their shoes, lie down where they are, close their eyes, and concentrate on relaxing. This may be accompanied by some sort of relaxing music. The facilitator encourages the students to continue concentration on relaxing for approximately 5 or 6 minutes.

Observations:

Facilitator will observe that students begin other group activities and discussions with a more relaxed attitude.

BLINDFOLD

Concept:

Students should be aware of senses other than sight. Students should also be aware that trust can be placed in others when need forces people to trust.

Performance Objective:

Every student will have the opportunity to place his trust in another person while blindfolded.

Materials:

1. Large room.
2. Group facilitator.
3. Blindfolds.
4. Music.

Activity:

This is a non-verbal activity. Students are asked to remove their shoes and jewelry and sit casually on the floor. Group facilitator then explains the activity:

> Half of the group will be blindfolded and led around the room by unknown partners for 10 minutes. During this activity, the blindfolded student may touch his guide's face, arms, and/or hands.
>
> The guide's assignment is not only to lead the blindfolded student but also to introduce him to inanimate objects in the room through touch, hearing, and/or smell.
>
> At the end of 10 minutes, all blindfolded students are placed in a close group and the guides form a large circle around them. Blindfolded students are then instructed to remove their blindfolds and locate their partners non-verbally, using all senses. When the

student feels he has located his partner, he should stand in front of the partner and face the inside of the circle. Blindfolded partners are instructed to remain facing toward the inside of the circle and at no time turn around.

After all blindfolded students have stopped in front of their partners and are facing the inside of the circle, guides are instructed to move around the outside circle and stand behind their partners. (If the blindfolded student has chosen the correct partner, then the partner remains stationary.)

Each blindfolded partner then describes his experience and tells how he was able to locate his guide. He also should relate his feelings during the exercise. After all partners on the inner circle have related their experience, they, as a group, turn around to see who their guides actually were.

The guides then relate their feelings during the exercise and what, if anything, they learned about their partners.

The guides are then blindfolded and the entire exercise is repeated in order that all students will have the chance to experience the feeling of sightlessness.

Observation:

The facilitator should observe the extent to which all students are able to place their trust in others.

AGGRESSION-AFFECTION

Concept:

Students should be aware of non-verbal communication.

Performance Objective:

Each student will express affection and aggression non-verbally.

Materials:

1. Large room with furniture removed.
2. Group facilitator.

Activity:

Students should be seated casually on the floor. The group facilitator then explains the activity:

> The facilitator instructs the students to choose a partner. Each student sits back to back with his partner on the floor. The facilitator then instructs each partner to communicate aggression by using "backs, elbows," etc. After several seconds, the facilitator calls for each partner to express affection. This exercise is repeated several times. Then the facilitator encourages the individuals to verbally express their feelings about the exercise.

Observation:

Facilitator should observe the readiness or hesitancy of group members to express feelings toward each other, especially when they are not face to face.

*It is ideal to have group members choose different partners each time.

INTRODUCTION OF PARTNER: EXERCISE IN PERCEPTION

Concept:

People reveal themselves non-verbally as well as verbally. We must be aware of our non-verbal communication in order to respond more genuinely.

Performance Objective:

Each student will have the chance to visually examine his partner and then introduce him according to perception of physical traits and "body language."

Materials:

1. Large room with furniture removed.
2. Group facilitator.
3. Knowledge of "body language."
   Fast, Julian. Body Language.

Activity:

Students are asked to remove their shoes and sit casually on the floor. The group facilitator then explains the activity:

The facilitator instructs the group members to select partners; each individual should be encouraged to choose someone with whom he is not already familiar. At this time, there should be a short explanation of general body language. All activity during the exercise is to be non-verbal. One partner is labeled A and one partner B. Partners A and B sit so that each partner can see the other partner's face. Partner A closes his eyes and partner B visually examines Partner A's face for two minutes. Partner B then closes his eyes and Partner A visually examines Partner B's face for two minutes. Both partners then open their eyes and visually examine each other's face for two minutes. When this activity is completed, Partner A relates to the whole group the non-verbal expressions Partner B communicated to him during the exercise. This activity continues until all partners (A & B) within the entire group have related their impressions of non-verbal communication from their partners.

Observations:

The facilitator should observe that there is no verbal communication. Each student should be encouraged to participate positively.

LISTENING TRIADS

Goal:

To understand the necessity of listening to each other with comprehension as opposed to merely hearing words.

Group Size:

Unlimited number of triads.

Time Required:

Approximately forty-five minutes.

Materials:

1. Topics for Discussion sheets for each triad.
2. Questions for Discussion sheets for each triad.

Physical Setting:

Triads will separate from one another to avoid outside noise interference.

Process:

1. Triads are formed.
2. Participants in each triad number themselves A, B, and C.
3. The facilitator distributes Topics for Discussion sheets.
4. In each group, one person will act as referee and the other two as participants in a discussion of one of the topics found on the sheet. One will be the speaker and the other the listener.
5. The following instructions are given by the facilitator:
   a. The discussion is to be unstructured except that before each participant speaks, he must first summarize, in his own words and without notes, what has been said previously.
   b. If his summary is throught to be incorrect, the speaker or the referee are free to interrupt and clear up any misunderstandings.

c. Participant A begins as speaker. He is allowed to choose his own topic from those listed.

d. Participant B will begin as listener and participant C as referee.

e. The discussion progresses as follows:
After about seven minutes of discussion by the speaker and the listener, participant B becomes the speaker; participant C, the listener; and participant A, the referee. The new speaker chooses his topic. After another seven minutes, participant C becomes the speaker.

6. After another seven minutes, the discussions are halted.

7. The facilitator distributes "Questions for Discussion" sheets and conducts a discussion based upon the questions.

TOPICS FOR DISCUSSION

Choose one topic:

1. Interfaith marriages - good or bad? Why?
2. Should marijuana be legalized?
3. Should the number of required credits for high school graduation be reduced?
4. Should there be equal job opportunities with equal pay for women?
5. Are facades necessary for healthful living?
6. At this moment in our history, do we need a Democratic or Republican President?
7. The school system, as we know it today, should be abolished. Agree or disagree.
8. (Any other contemporary issue may be substituted.)

QUESTIONS FOR DISCUSSION

1. Did you find that you had difficulty in listening to others during the exercise? Why?
2. Did you find that you had difficulty in formulating your thoughts and listening at the same time?
   a. Forgetting what you were going to say.
   b. Not listening to others.
   c. Rehearsing your response.
3. When others paraphrased your remarks, did they do it in a shorter, more concise way?
4. Did you find that you were not getting across what you wanted to say?
5. Was the manner of presentation by others affecting your listening ability?

*This exercise is adapted from a publication by J. Wm. Pfeiffer and John E. Jones, Structured Experiences for Human Relations Training. University Associates Press. Iowa City, Iown. pp. 31-35.

BOMB SHELTER EXERCISE

Decision by Consensus

Instructions:

This is an exercise in group decision-making. Your group is to employ the method of Group Consensus in reaching its decision. This means that the task assigned must be agreed upon by each member before it becomes a part of the group decision. Consensus is difficult to reach. Therefore, not every preference on the part of each individual will meet with everyone's complete approval. Try, as a group, to make each ranking one with which all group members can at least partially agree. Here are some guides to use in reaching consensus:

1. Avoid arguing for your own individual judgments. Approach the task on the basis of logic.
2. Avoid changing your mind only in order to reach agreement and avoid conflict. Support only solutions with which you are able to agree somewhat, at least.
3. Avoid "conflict-reducing" techniques such as majority vote, averaging or trading in reaching decisions.
4. View differences of opinion as helpful rather than as a hindrance in decision-making.

Task:

Pretend that a bomb has been dropped and ten people are left in a bomb shelter. There is only enough food and oxygen to accommodate seven of the people until the fall-out has reached a safe level. These seven will have to create a new society.

Your group must reach a unanimous decision on which three people must go.

You have 30 minutes to reach a unanimous decision on this problem.

Each group member assumes one of the following roles:

1. A 70 year old minister.
2. A pregnant woman, hysterical.
3. Her husband.
4. A laboratory scientist.
5. An electrician.
6. A famous writer.
7. A female vocalist.
8. A professional athlete.
9. An armed policeman.
10. A high school girl.

DISCUSSION ISSUES FOR BOMB SHELTER EXERCISE

The following are guidelines to discuss the process by which your group arrived at a unanimous decision:

1. What feelings were expressed in reaction to this situation? (frustration, withdrawal, anger, etc.)
2. Did you observe any different styles of leadership. Who dominated or exerted the most influence? How and why? Were there feelings of competions for leadership? How much need was there for structure?
3. How did the members of your group reconcile conflicts of value?
4. Was your behavior in this situation characteristic of the way you work in a group?
5. Did everyone participate? Do you feel that the decision made was really unanimous?

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*This exercise adapted from a book by Sidney B. Simon, Leland W. Howe, and Howard Kirschenbaum, Values Clarification. A Handbook of Practical Strategies for Teachers and Students. Hart Publishing Company, Inc. New York. 1972. p. 281.

PEER PERCEPTIONS

Goals:

1. To provide feedback to each group member on the relative extent to which he is perceived to be similar to each other member.
2. To study one's feeling reactions to being considered "different."
3. To help each group member to isolate those dimensions of human similarity and dissimilarity which he believes are important.

Group Size:

Eight to twelve members.

Time Required:

Two to three hours.

Materials:

1. Peer Perception Ranking Forms for each participant.
2. Peer Perception Summary Forms for each participant.
3. Pencils.

Process:

1. Facilitator explains the goals of the exercise.
2. Participants make certain that they know the first names of the others in the group.
3. Participants are given the Peer Perception Ranking Forma. They are instructed to write down (independently) the names of all of the other participants IN RANK ORDER, from the member most similar to the individual participant to the member whom he considers to be least similar. Beside each name he is to indicate those characteristics about himself and the other person which he had in mind in ranking that person.

4. Peer Perception Summary Forms are distributed. Names of the group members are listed on columns and rows in the same order.
5. Each participant in turn tells how he ranked all of the other members and what he had in mind regarding each ranking. Members record the rankings on the Summary Form and at the end this form contains all of the ranks as a permanent record to be kept by members. Each participant is asked to react to the feedback which he has received.
6. The facilitator leads a discussion of the data, emphasizing how people react to being seen as "different," and on how group members' values are expressed in the characteristics on which they focus.

PEER PERCEPTIONS

PEER PERCEPTIONS RANKING FORM

NAME: ______________________________

		Ranking of Other Members	Characteristics Which You Considered
Most Similar	1.	____________	____________________
	2.	____________	____________________
	3.	____________	____________________
	4.	____________	____________________
	5.	____________	____________________
	6.	____________	____________________
	7.	____________	____________________
	8.	____________	____________________
	9.	____________	____________________
	10.	____________	____________________
	11.	____________	____________________
	12.	____________	____________________
	13.	____________	____________________
	14.	____________	____________________
Least Similar	15.	____________	____________________

PEER PERCEPTIONS SUMMARY FORM

Group Members (Order) Ranking

Group Members (Order) Ranking	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.
1.															
2.															
3.															
4.															
5.															
6.															
7.															
8.															
9.															
10.															
11.															
12.															
13.															
14.															
15.															

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*This exercise is taken from a publication by J. Wm. Pfeiffer and John E. Jones, Structured Experiences for Human Relations Training, University Associates Press. Iowa City, Iowa.

POSTERS

Concept:

Students should be able to project their identity in a group activity.

Performance Objective:

Each student will contribute to creating a poster which illustrates his individual part as it contributes to the group.

Materials:

1. Crayons for each small group.
2. Large poster paper.
3. Large room with furniture removed.
4. Group facilitator.
5. Music (optional).

Activity:

The facilitator divides large group into small groups, preferably no larger than five members. The facilitator distributes a sheet of poster paper to each group. The group is then instructed to interpret themselves on the poster as they see themselves as members of the group. Everyone is encouraged to represent himself as a member of the group.

This activity will need from 30 to 40 minutes to complete.

When the poster is completed, each small group is instructed to choose one member to explain the poster to the total group.

Observation:

The facilitator should observe leaders in small groups. The facilitator should observe how small groups encourage more reticent members to include themselves in the group poster. The facilitator should also be aware of expressions of belonging as a result of this activity.

*This activity should be used after group has been active for five to seven sessions.

OBITUARY

Concept:

Life can be seen in better perspective by contemplating imagined death. Considering this allow the student to think about the life he has ahead and what he can expect to do with it.

Performance Objective:

The student will write his own obituary as it would appear at present (what he is) and his obituary as he would want it to appear five years from the present (what he hopes to become).

Materials:

1. Group facilitator.
2. Large room.
3. Paper and pencils.

Activity:

The facilitator asks students to divide a sheet of paper down the middle. On the left side, he writes a short obituary as it would be published in the school newspaper were he to die that day. On the other side, he will write his obituary as it might appear if he were to die five years from that date. The facilitator might suggest statements to help the group begin writing:

> Janice Jones, age 15, died yesterday of ...
> She always wanted, but never got to ...

Observation:

The facilitator should observe how students perceive their present status and what they project as goals for their immediate years.

**It is also helpful if the facilitator has an obituary of his own to read.

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*This exercise adapted from a book by Sidney B. Simon, Leland W. Howe, and Howard Kirschenbaum, Values Clarification. A Handbook of Practical Strategies for Teachers and Students. Hart Publishing Company, Inc. New York. 1972. p. 311.

GROUP POETRY*

Concept:

Each part is important to the whole; each student is to the group as each line is to the poem.

Performance Objective:

Each student will have a chance to express himself in poetry.

Materials:

1. Large room with furniture removed.
2. Group facilitator.
3. Paper and pencils.

Activity:

Ask the students to remove their shoes and be seated casually on the floor. The group facilitator then explains the activity. The facilitator states that the group is going to write a poem. The poem is to be an individual contribution to a collective poem about students' experiences in the group. One student will begin the poem by writing the first line or stanza. Each student then adds a line or stanze. The poem is completed when all students have contributed.

Observation:

The facilitator should observe that each student participates.

*Actual example follows.

The following poem was written by one group of participants in the human relations sessions at Hahnville High School.

I came to you alone.
In hopes of finding love.
Struggling to escape the veils that covered me.

I came to understand
The meaning of togetherness.
You opened my mind and rearranged my thoughts.

I became more open to people and their inner feelings.
And as I came in closer, the loneliness grew more.

In my search to find love,
My dreams for peace were near.

The darkness of loneliness had been
Removed by the bright lights of love
And security.

Happiness is being with those you love
And knowing you are loved.

People got to know me better.
I came closer to everyone in the class.
And now I have a feeling of togetherness
And love for all.

Before I was indifferent
But now I care.

Our feelings united to make one
One being of love and contentment.
Each working for tha trust of the other
Each supporting the ties of unity.

You came to love me, and I you
But we still don't understand.

I came to know many people whom
I may have just passed without noticing.

I came to be noticed and
Met others to share lonely thoughts.
And we touch.
Our friendship had just begun.

Unity.

SHOW-AND-TELL

Concept:

In basic introductions most people only share superficially. This activity is designed to give students the chance to share something of deeper meaning.

Performance Objective:

Each student will bring something of importance in his life to share with the group.

Materials:

1. Large room with furniture removed.
2. Group facilitator.
3. Equipment, ie. phonograph, slide projector, etc. which the student may request.

Activity:

Students are asked to remove their shoes and sit in a circle on the floor. Students then volunteer to share their presentation. Questions may be asked after each presentation.

Observation:

The facilitator should observe whether students share factual or personal information, thus revealing how the individual chooses to be known. There should be some change since the Card Interview exercise which took place during the opening sessions. Has the student learned to share openly or is he still unable to reveal anything but factual information?

Listed below are available resources which teachers may employ to plan other activities in understanding and improving self-concept and in promoting good group interaction:

1. Gelatt, H. B., Barbara Varenhorst, and Richard Carey. *Deciding*. College Entrance Examination Board. New York. 1972.
2. Gelatt, H. B., Barbara Varenhorst, and Richard Carey. *Decisions and Outcomes*. College Entrance Examination Board. New York. 1972.
3. Hawley, Robert C., Sidney B. Simon, D. D. Britton. *Composition for Personal Growth. Values Clarification Through Writing*. Hart Publishing Company, Inc. New York. 1973.
4. *Herstory*. Interact Company. Lakeside, California. 1972.
5. *Human Relations Kit*. Economic Development Operations, Thiokol Chemical Corporation. McGraw-Hill Book Company. New York. 1970.
6. Myers, Gail E. *The Dynamics of Human Communications: A Laboratory Approach*. McGraw-Hill Book Company. New York.
7. Raths, Louis E., Merrill Harmin, Sidney B. Simon. *Values and Teaching*. Charles E. Merrill Publishing Co. Columbus, Ohio. 1966.
8. Simon, Sidney B., Leland W. Howe, and Howard Kirschenbaum. *Values Clarification. A Handbook of Practical Strategies for Teachers And Students*. Hart Publishing Company, Inc. New York. 1972.
9. *Sunshine*. Interact Company. Lakeside, California. 1972.

CAREER EDUCATION MATERIALS

AND

SAMPLE UNITS

CAREER CENTER

Career centers have been established in each high school. Various methods are employed to give all students a chance to utilize the equipment and materials housed in the centers. Students may visit the center and/or materials may be utilized within the classroom. Cooperation between teachers and counselors is necessary in order to coordinate class activities with existing career education materials.

The following are inventories of materials and equipment housed in each high school career education center.

HAHNVILLE HIGH SCHOOL

Career Center Materials

I. Filmstrips

- Careers in Computers
- Careers in Sales
- Careers in Education
- Careers in Transportation
- Careers in Construction
- Careers in Law Enforcement
- Careers in Nursing
- Careers in Business Administration
- Careers in Health Services

- Job Attitudes: On the Job - 4 Trainees
- Job Attitudes: Why Work at All
- Job Attitudes: Trouble at Work
- Job Attitudes: Where to Begin

II. Books: Texts and Activities Books

- Succeeding in the World of Work
- Activities for Succeeding in the World of Work
- Occupational Outlook Handbooks
- Dictionary of Occupational Titles, Vols. I and II
- Career Exploration and Planning Textbooks
- Career Exploration and Planning Student Workbooks
- Career Exploration and Planning: Teacher's Manual
- Career Education and Resource Guides
- Occupational Essentials Workbooks
- Yellow Pages of Learning Resources

III. Kits

- Job Experience Kits
- Occupational Exploration Kit (OEK)
- Achievement Dynamics Kit
- Knowledge Needed to Obtain Work (transparencies and lesson plans to aid students in developing job-seeking skills)
- Human Relations Kit
- Dimensions in Reading
- KEYS (to accompany interpretations of the Kuder Interest Inventory)
- Deciding
- Decisions and Outcomes

IV. Reader Printer (VITAL cards)

V. Curriculum Guides for all subject matter areas

VI. Miscellaneous

Career World Magazines
General Electric Pamphlets on Careers
New York Life Insurance Career Pamphlets
Miscellaneous Materials
Career Education Program - Vol. 3, grades 10-12

DESTREHAN HIGH SCHOOL

Career Center Materials

I. Filmstrips

Careers in Computers
Careers in Sales
Careers in Education
Careers in Transportation
Careers in Construction
Careers in Law Enforcement
Careers in Nursing
Careers in Engineering
Careers in Business Administration
Careers in Health Services

High School Course Selection and Your Career
Your Job Interview
Job Hunting - Where to Begin
Jobs for the Now Generation
The Age of Electronics
The Nations Builders
Career Education. A Man's Work

II. Books: Texts and Activities Books

The World of Manufacturing
The World of Construction
Succeeding in the World of Work
Activities for Succeeding in the World of Work
Occupational Outlook Handbook
Dictionary of Occupational Titles, Vols. I and II
Selected Characteristics of Occupations
Yellow Pages of Learning Resources

III. Kits

Career Education Program - Vol. 3, grades 10-12
Job Experience Kits (2)
Occupational Exploration Kit (OEK)
Achievement Dynamics Kit
Knowledge Needed to Otain Work (transparencies and lesson plans to aid students in developing job-seeking skills)
Dimensions in Reading
Human Relations Kit
KEYS (to accompany interpretations of the Kuder Interest Inventory)
Deciding
Decisions and Outcomes

IV. Reader Printer (VITAL cards)

V. Curriculum Guides for all subject matter areas

VI. Miscellaneous

Career World Magazines
General Electric Pamphlets on Careers
New York Life Insurance Career Pamphlets
Miscellaneous Materials

EVALUATION OF CAREER EDUCATION MATERIALS

USED IN ST. CHARLES PARISH

Senior High

FILMSTRIPS (Pathescope Education Films)

Careers in Computers
Careers in Sales
Careers in Education
Careers in Transportation
Careers in Construction
Careers in Law Enforcement
Careers in Nursing
Careers in Engineering
Careers in Business Administration
Careers in Health Services

The above filmstrips are accompanied by a teacher's manual and each set consists of two sound filmstrips. Part I gives an overall picture of a particular career area; Part II focuses on specific job areas.

The manual suggests topics of discussion about a career area, individual follow-up activities for the student, and sources of additional information about the center.

The filmstrips may be easily correlated with subject matter areas such as English, social studies, home economics, and science and various other subject matter areas. The filmstrips are very effective in individual and group counseling about career interests.

FILMSTRIPS (Guidance Associates)

Job Attitudes: On the Job - 4 Trainees
Job Attitudes: Why Work at All
Job Attitudes: Trouble at Work
Job Attitudes: Where to Begin
High School Course Selection and Your Career
Your Job Interview

These sound filmstrips may be used in individual and group counseling.

They are appealing in format and each filmstrip is accompanied by a teacher/counselor manual.

KEYS-CAREER EXPLORATION KIT (SRA)

This kit is intended for use with Kuder Interest Surveys. The kit contains sound filmstrips suitable for use in group guidance, social studies, homeroom classes, and adult education programs. This information is basic for a career center. The filmstrips cover information about the 10 Kuder interest categories. A person who has taken the Kuder Survey would be able to get some idea of the range of possibilities open to him in areas he received high scores. A good follow-up activity after KEYS is research in the OEK.

OEK-OCCUPATIONAL EXPLORATION KIT (SRA)

This kit provides detailed information about 400 occupations, each described in an individual 4 page brief. The kits contain student record books for individual record-keeping, exploration, and tentative planning. This kit is used primarily for career research; it is especially appropriate for the senior high level. It is basic material for a career center.

JOB EXPERIENCE KIT (SRA)

This kit contains career packets which are designed to allow students to participate in simulated work experience. The individual packets are best used as a culminating activity for a career research project. The Job Experience Kit is appropriate for use in junior and senior high levels and is also essential material for a career center.

OCCUPATIONAL OUTLOOK HANDBOOK (U.S. Government Printing Office)

The Handbook is basic information for a career center. It contains brief descriptions of jobs and is useful in all subject matter areas.

CAREER EDUCATION PROGRAM - Vol. III, 10-12 (Houghton Mifflin Co.)

This book is a sourcebook designed to provide materials and procedures which can be used by counselors and teachers in helping students in their career development. This binder-type format includes lesson plans and duplicating masters to accompany each lesson.

DIMENSIONS IN READING (SRA)

This kit is best utilized in a reading class. It is quite effective in getting low-interest readers interested in reading about occupations.

CAREER EDUCATION COMIC BOOKS (King Features Syndicate)

These comics are excellent for use with low-interest readers. These comic books are best when placed in reading classes, in some English classes, and in the career education center.

CAREER WORLD MAGAZINES (Curriculum Innovation, Inc.)

This monthly magazine spotlights one career area. Students may subscribe individually to this magazine. *Career World* is an excellent magazine for career centers or school libraries.

YELLOW PAGES OF LEARNING RESOURCES (MIT Press)

This book is a guide for investigation of the local community as a center for learning. It outlines avenues to follow in order to make these resources accessible to the "where" and "how" of converting people, places, and processes into sources of learning. It is suitable for children, high school students, and adults. This guide is quite valuable for a career center, classrooms, or school libraries.

HUMAN RELATIONS KIT (McGraw-Hill Book Co.)

This kit is valuable for initiating human relations groups. Some activities, however, require more than a one hour slot of time which sometimes makes it difficult to achieve some of the activities.

ACHIEVEMENT DYNAMICS KIT

This kit is composed of a series of fifteen tapes on personal development. It is somewhat too advanced for most students.

DECIDING (College Board)

This program is designed for junior and senior high school students and is a course in the development of decision-making skills. It may be used for group counseling or in such subject matter areas as English, health, home economics, and social studies. Teachers find this kit easy to use and quite effective.

DECISIONS AND OUTCOMES (College Board)

This kit is designed for older teenagers and adults in developing decision-making skills, recognizing values, and risk taking. This program may be integrated into social studies, English, health education, and sociology.

CAREER EDUCATION RESOURCE GUIDE (General Learning Press)

This guide is a resource book with suggestions for correlating career concepts in subject matter areas. This book is ideal for teachers as an ideabook for career education.

SUCCEEDING IN THE WORLD OF WORK TEXTS AND ACTIVITIES BOOKS (McKnight and McKnight Publishing Co.)

This text is an excellent resource book for learning job-seeking skills. It is appealing to students and can be correlated with many subject matter areas.

KNOWLEDGE NEEDED TO OBTAIN WORK (SRA)

This folder includes lesson plans and accompanying transparencies to aid students in developing job-seeking skills. The folder may be used in various classes.

OCCUPATIONAL ESSENTIALS WORKBOOK (H. C. Johnson Press, Inc.)

This workbook is designed to help students attain skills and attitudes necessary in finding and maintaining a job. It is easily adapted to different age groups and levels of ability.

STATE CURRICULUM GUIDES

The Louisiana State Department of Education developed and distributed state curriculum guides in each parish for the 1973-74 school session. Teachers in each parish were to evaluate and make recommendations for revision and improvements of these guides. It is planned that these revised curriculum guides will be distributed to the schools at the beginning of the 1974-75 school year.

These guides are subject matter guides, not career education guides. However, they do incorporate appropriate career education concepts into the units. The use of these curriculum guides in the classroom will aid the teacher in the revision and/or preparation of subject area objectives.

VITAL

Vocational Information Techniques Applied Locally

The VITAL career information center was established for the securing of reliable, relevant, local occupational information from employers and furnishing this to students, teachers, and counselors in an easily readable form on microfilm aperture cards called Viewscripts.

VITAL viewscripts include the following kinds of information:

1. Job description.
2. Work location, conditions, environment.
3. Hours and days of work.
4. Earnings.
5. Fringe benefits.
6. Prospects for employment and opportunities for advancement.
7. Personal traits, temperament, interests, goals.
8. Aptitudes, knowledge, skills, physical abilities.
9. Preparation and training needed.
10. Special courses, training educational institutions, or provisions available.
11. Requirements you must meet before seeking the job: social security card, license, diploma, etc.
12. Where to find the work in the local area: employment agencies, unions, etc.
13. Resource materials where you can find more information about the job or occupation.
14. Related job areas.

The following equipment and information regarding VITAL is available in both senior high schools.

1. 3M "400" Reader-Printer. The reader-printer allows the student to view the information and take notes about a career or to print out and purchase a copy of the information for his personal use.

2. Viewscripts for the following occupations:

   A. PROFESSIONAL, TECHNICAL, MANAGERIAL OCCUPATIONS

      Boatswain
      Cadet Engineer
      Chemical (Stillman) Operator
      Deck Cadet
      Dock Boss
      Engineering Aide
      Harbor (Ship) Pilot
      Quartermaster
      Ship's Master
      Ship Mate
      Tugboat Captain
      Tugboat Mate

   B. CLERICAL AND SALES OCCUPATIONS

      Cashier
      Checker
      Clerk, General
      Clerk-Typist
      Digital Computer Operator
      Key-Punch Operator
      Manifest Clerk
      Purser
      Radio Officer
      Receptionist
      Sales Clerk
      Salesman, General
      Salesperson, General
      Secretary
      Stenographer
      Stock Boy (Girl)
      Telephone Operator
      Timekeeper

   C. MEDICAL AND HEALTH OCCUPATIONS

      Dental Assistant
      Inhalation Technician
      Licensed Practical Nurse
      Nurse Aide
      Physical Therapy Attendant

D. SERVICE OCCUPATIONS

- Beauty Operator
- Bellman
- Child-Day-Care Center Worker
- Cook
- Cook (Ship), Chief
- Cook (Mess and Third)
- Cook Helper
- Guard
- Janitor (Porter)
- Laundry Worker
- Maid, General
- Messman
- Second Cook and Baker
- Steward
- Tugboat Cook
- Utilityman (Scullion)
- Waiter (Waitress)

E. TRADE AND INDUSTRIAL OCCUPATIONS

- Able Seaman
- Air-Conditioning Mechanic, Commercial
- Automobile Body Repairman
- Automobile Body Repairman Helper
- Automobile Mechanic
- Automobile Service Station Attendant
- Bricklayer Helper
- Carpenter Helper
- Construction Worker II
- Electrician (Ship)
- Electrician Helper
- Engineer (Marine), Cheif
- Engineer (Marine), Assistant
- Fire Fighter
- Fireman/Water-Tender
- Garageman, Industrial
- Household-Appliance Repairman
- Junior Engineer
- Light Truck Driver
- Longshoreman
- Mechanic (Automotive)
- Oiler
- Ordinary Seaman
- Painter Helper
- Parking Lot Attendant
- Photoengraver (Stripper)
- Photoengraver, Lithographic
- Plasterer Helper
- Plumber Helper
- Reefer Engineer
- Sheet Metal Shop Helper
- Ship's Carpenter

E. TRADE AND INDUSTRIAL OCCUPATIONS (Continued)

- Stevedore
- Tugboat Deckhand
- Tugboat Engineer
- Welder, Combination
- Wiper

3. A VITAL HANDBOOK. This handbook contains information to facilitate the integration of career guidance into the curriculum areas.

SAMPLE UNITS

WHY PEOPLE WORK

Subject:

Any subject matter area.

Concept:

People work for different reasons.

The student should be aware of his own reasons for working and for occupational choice.

The individual may work for different reasons at different times of his life.

Objectives:

1. After viewing the filmstrip, "Why Work at All," the student will be able to list three reasons why people work.

2. After reading *Succeeding in the World of Work*, Chapter I, the student will complete Activity 3, p. 13-16, *Activities for Succeeding in the World of Work*.

3. After completing objectives 1 and 2, the student will write a composition on the topic, "Why Would I Work?"

Evaluation:

1. Listing of three reasons for working from "Why Work at All": 10 points each - total, 30 points (10%).

2. Quiz No. 1, *Activities for Succeeding in the World of Work*, p. 15-16: 5 points per question - total, 100 points (30%).

3. Composition, "Why Would I Work?"
   A. Length - 300 word minimum.
   B. Grammatical errors - 5 or fewer acceptable; more than 5 errors, the composition will be returned to students to be rewritten - 200 points (60%).

ECONOMIC ASPECTS OF WORK

Subject:

Any subject matter area.

Concept:

People work for economic gain.

Objectives:

1. After researching 10 jobs in the *Occupational Outlook Handbook*, the student will be able to make a chart of these 10 jobs which include the salary range for each.

2. After interviewing two people in the immediate work community, the student will be able to make a presentation to the class about the economic aspects of jobs. The students will use an interview sheet provided by the instructor.

3. After completing objectives 1 and 2, the students will present this information to the entire class.

Evaluation:

Project: 100%

1. Chart: 25%
2. Interviews: 25% (12½% each)
3. Class Presentation: 50%

All students must follow directions for completing each phase of the project to achieve 100%.

SAMPLE STUDENT INTERVIEW FORM

1. What is your name? ______________________________
2. Where do you live? ______________________________
3. What type of work do you do? ______________________________
4. Who are you employed by? ______________________________
5. What skills do you need for this kind of work? ______________________________
   ____
6. What subjects in school best prepared you for this job? ______________________________
   ____
7. Did you go to college? ______ Did you go to trade school? ______________
   Were you trained on the job for this type of work? ______________
8. What do you like best about your work? ______________________________
9. What are some of the advantages of your work? ______________________________
   ____
10. What are some of the disadvantages of your work? ______________________________
    ____
11. What "Good Work Habits" are important in your type of work? ______________
    ____
12. Minimum Salary: ______________
13. Maximum Salary: ______________

Signature of Interviewer

____

Date ______________________________

SOCIAL ASPECT OF WORK

Subject:

Any subject matter area.

Concept:

All work has value. However, some jobs are more prestigious. Students should be aware of what part prestige plays in their job preference.

Objective:

Each student will participate in the activity Job Prestige: A Group Ranking Task.*

Process:

1. Students are divided into groups of not more than 5 per group.

2. Each participant is given a copy of the worksheet and is told that he has seven minutes to complete the task. He must work independently during this phase.

3. After seven minutes, the facilitator interrupts to announce that a ranking must be made by the total group, using the method of group consensus. The ranking of each occupation must be agreed upon by each member before it becomes a part of the group's decision. Members should try to make each ranking one with which all members agree at least partially. Two ground rules: no averaging, and no "majority rule" votes. The group has thirty minutes to complete its task.

4. After thirty minutes of group work (or when the group has finished, if less than thirty minutes), the facilitator should announce the "correct" ranking.** Individuals should "score" their worksheets by adding up the

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*Based on Task #30 in: Pfeiffer, J. Wm. and John E. Jones, A Handbook of Structured Experiences for Human Relations Training, Volume II. Iowa City. University Associates Press. 1970.

**Based on NORC prestige scores from R.W. Hodge, P.M. Siegel, and P.H. Rossi. Occupational Prestige in the United States: 1925-1963. Pages 322-334 in R. Bendix and S.M. Lipset (eds.). Class, Status, and Power. Second Ed. New York. The Free Press. 1966.

differences between their ranks and the key, regardless of sign. That is, make all differences positive and sum them. Low scores, of course, are better than high scores. Someone should score the group ranking also. The key is:

1. U.S. Supreme Court Justice
2. Physician
3. Scientists
4. State governor
5. College professor
6. Lawyer
7. Dentist
8. Psychologist
9. Banker
10. Sociologists
11. Public school teacher
12. Author of novels
13. Undertaker
14. Newspaper columnist
15. Policeman

5. The group should compute the average score of the individual members, compare this with the group's score, and discuss the implications of the experience. This processing might be focused on leadership, compromise, decision-making strategies, the feeling content of the exercise, roles members played, and/or other aspects of group life.

OCCUPATIONAL PRESTIGE RANKING WORKSHEET

Instructions:

Rank the following occupations according to the prestige which is attached to them in the United States. Place a "1" in front of the occupation which you feel is to be most prestigious, etc., all the way to "15", least prestigious.

_____ AUTHOR OF NOVELS

_____ NEWSPAPER COLUMNIST

_____ POLICEMAN

_____ BANKER

_____ U.S. SUPREME COURT JUSTICE

_____ LAWYER

_____ UNDERTAKER

_____ STATE GOVERNOR

_____ SOCIOLOGIST

_____ SCIENTIST

_____ PUBLIC SCHOOL TEACHER

_____ DENTIST

_____ PSYCHOLOGIST

_____ COLLEGE PROFESSOR

_____ PHYSICIAN

PSYCHOLOGICAL ASPECTS OF WORK

Subject:

Any subject matter area.

Concept:

Personal values are important in job choice. Students should be aware of the influence their personal values have on job preference.

Objective:

The student will write a composition entitled, "What Do I Hope to Gain From My Job Choice?"

Evaluation:

1. Length: 300 word minimum - 100 points.
2. Grammatical errors: 5 or fewer errors acceptable, more than 5 errors, the composition will be returned to the student to be rewritten.

INCULCATING GOOD WORK HABITS

Subject:

Any subject matter area.

Concept:

Knowledge of good work habits is important in getting and keeping a job.

Objectives:

1. After reading Chapter 7, "Personal Effectiveness," pp. 138-158 in Succeeding in the World of Work, the student will be able to list 10 good work habits.

2. After completing Objective 1, the student will complete Activity 30, "Determining Your Potential Success," pp. 141-142 in Activities for Succeeding in the World of Work to determine his own job attitudes.

3. After viewing the filmstrip, "Job Attitudes: On the Job - 4 Trainees," the students will role-play the parts of employer and employee to demonstrate positive and negative work attitudes.

Evaluation:

1. Listing of 10 good work habits from Chapter 7, "Personal Effectiveness," pp. 138-158 in Succeeding in the World of Work. 5 points - 50 total points.

2. Positive participation in role-playing exercises demonstrating good work habits. 50 points.

TOTAL: 100 points

SUBJECT MATTER UNITS

Bertha Barfield
Elizabeth Lovett

Subject:

American Government, American History, Language Arts.

Concept:

Good work habits are important to getting and keeping a job.

Objectives:

1. Given two charts, personal and group of 10 work habits (1 point each) decided on by class consensus, the student will plot his daily progress according to achievement of these work habits, within the classroom environment.

2. Given a ladder of government structure* with point value assigned to each step, the student will list the political positions he wishes to achieve during the sex weeks.

3. After the achievement of necessary points, the student will campaign for election to his desired political position.

4. Upon achievement of political positions, each student must research and outline his official duties.

5. Upon completion of his research and outline, the student must present, to the class, a problem and illustrate his solution to that problem according to the duties of his office. The student must continue presenting problems and solutions in same office until elected to another.

6. After completion of all unit activities, the student will write a 300 word report on how his knowledge and attainment of good work habits allowed him to be considered and/or achieve his desired goal or restricted him from his goal.

*Sample political ladder included.

SAMPLE POLITICAL LADDER

1. John Q. Public
2. City Councilman
3. Mayor
4. State Representative
5. State Senator
6. Governor
7. U.S. Representative
8. U.S. Senator
9. Speaker of the House of Representatives
10. Attorney General
11. Secretary of Defense
12. Secretary of Defense
13. Secretary of State
14. Vice President
15. President

Subject:

Language Arts, Business Education.

Concept:

Help wanted ads are an important source of information about where to find jobs.

Objectives:

1. The student will bring to class a copy of the classified section of a newspaper and will locate and list the employment headings designating job opportunities.

2. After locating help wanted advertisements in the classified section, the student will read them and make a list of want ad words and their abbreviations.

3. After reading help wanted ads and listing the abbreviations used in these ads, the student will write an example of a want ad to submit to the class for interpretation.

4. After completing the 3 above objectives, the student will be able to interpret, on a teacher constructed quiz, five sample help want ads.

*A sample list of abbreviations is attached.

WANT-AD WORDS AND THEIR ABBREVIATIONS

adv.	advertising
aft.	after
a.m.	morning
appt.	appointment
asst.	assistant (helper)
bet.	between
bgn.	begin or beginning
bldg.	building
bus.	business
clk.	clerk
co.	company
coll.	college
comm.	commission (pay based on how much business you do)
const.	construction
corp.	corporation
dept.	department
dir.	director
div.	division
elec.	electric
empl.	employment
eqpt.	equipment
etc.	and so on
eves.	evenings
exc.	excellent
exp.	experience
ext.	extension
ftr.	future
gd.	good
gen.	general
grad.	graduate
hosp.	hospital
hqtrs.	headquarters
hr.	hour

hrly.	hourly
H.S.	high school
hvy.	heavy
incl.	including
ind.	industrial
jr.	junior
lic.	license
lt.	light
mach.	machine
maint.	maintenance
manuf.	manufacturing
mech.	mechanic or mechanical
med.	medical
mgr.	manager
mo.	month
nec.	necessary
op., oper.	operate or operator
pd.	paid
p.m.	afternoon or evenings
pref.	prefer
pt.	part or part-time
refs.	references
sal.	salary
secy.	secretary
sh.	shorthand
sr.	senior
temp.	temporary
trnee.	trainee
typ.	typing or typist
U-W	underwriter (insurance salesman)
wk.	week or work
wkr.	worker
wpm.	words per minute
yr.	year

Subject:

American History.

Concept:

Careers are ever-changing. As societal needs change, some careers change; new careers develop; others become obsolete.

Objectives:

1. After completion of a unit about the colonial period in America, the student will choose one occupation mentioned in the unit and research the evolution of that career to its modern-day counterpart or to obsolescence.

2. After researching this career, the student will construct a project based on some aspect of this career.

Example: Seamstress - student might sew or create doll clothes in period dress.

3. After researching the career and constructing the project, the student will make an oral presentation explaining both to the class.

Subject:

Language Arts, Government.

Concept:

There are many occupations which contribute to the production of a television news program.

Objectives:

1. The students will research, discuss, and make a composite list of occupations available in the production of a television news program.

2. The students will make a field trip to the WDSU-TV news room in New Orleans, Louisiana.

3. After participating in the field trip, the students will compile an organizational chart of the steps involved in production of a news program.

4. Each student will choose one occupation in the production phase of a TV news program and research this occupation using the following outline:

   A. Nature of the work.

   B. Training, Other Qualifications and Advancement.

   C. Earnings and Working Conditions.

5. Each student will prepare and fulfill his chosen occupation in a role-playing exercise - a video-taped class production of a simulated television news program. News may be local, national, or international.

Subject:

Music, Art, Language Arts.

Concept:

Music careers include many areas other than those of the performing arts.

Objectives:

1. The student will bring to class his favorite recording to share with the class.

2. After playing the recording, the student will list and discuss as many careers as he can which are related to the production of this recording. Example: lyricist, composer, arranger, album cover artist, disc jockey, music store owner.

3. The student will choose one of the careers associated with the music industry and write an evaluative, in-depth report of that career for presentation to the class.

Subject:

Geometry.

Concept:

Geometry can be used to solve practical problems..

Objectives:

1. The student will define the following terms: postulates, axioms, theorems, logical, deduction, undefined terms, abstraction, approximation, random, and theory.

2. Given a teacher-made list of postulates, the student will deduce theorems.

3. Given an Occupational Outlook Handbook, the student will make a list of 15 occupations which stress mathematical skills.

4. Given an Occupational Outlook Handbook and his list of occupations, the student will write postulates and theorems for 10 of the 15 occupations.*

*EXAMPLE

Postulate I

Accountants, among other duties, prepare tax reports.

Theorem I

John is an accountant.

Logical Conclusion

No Conclusion: John need not prepare tax reports.

Postulate II

A co-pilot plots the course to be flown and computes the flying time between various points.

Theorem II

Joe is a co-pilot.

Logical conclusion II

Joe plots the course to be flown and computes the flying time between various points.

Postulate III

A college degree is the generally accepted educational requirement for entrance into an engineering position.

Theorem III

Mary wants to be an engineer.

Logical conclusion III

Mary must attend college.

Postulate IV

A survey taken in July 1970 revealed that carpenters made an average hourly wage of $6.42.

Theorem IV

Bill was employed as a carpenter during January 1970.

Logical conclusion IV

No conclusion: A survey for January 1970 may not have proved the same statistics as the survey for July 1970.

Subject:

Biology.

Concept:

Division of labor exists in the insect world.

Objectives:

1. The student will define the following terms: Queen bee, drone, worker, hive, apiary, comb, colony, nectar, honey, brood, honey bee, larva, egg, pupa, pollen, pollination.

2. The student will list the duties of each of the following: Queen, drone, worker.

3. Given a list of the 15 job clusters*, the student will match Queen, drone, and worker to the clusters in which they could be included because of their duties in the colony, and thereby compare the work and daily life of the honey bee to their own.

*15 Job Clusters

1. Construction
2. Manufacturing
3. Transportation
4. Agri-business and Natural Resources
5. Environment
6. Business and Office
7. Marine Science
8. Marketing and Distribution
9. Communication and Media
10. Hospitality and Recreation
11. Personal Service
12. Public Service
13. Health
14. Consumer and Homemaking
15. Fine Arts and Humanities

Guidance departments in each school have a more detailed list of the 15 Job Clusters if needed.

Subject:

Physical Education.

Concept:

It is possible to make abstract interpretations of everyday life.

Objectives:

1. The student will select, research, and make a written outline of 5 occupations in which she is interested.

2. Using the information about the activity in the job, which was obtained from research, the student will choreograph and select music to compose an interpretive dance to illustrate one occupation.

3. Each student will present his interpretive dance to the instructor and the class.

*It is assumed that the students have already studied basic modern dance steps, i.e. walk, leap, hop, etc.

Subject:

Art.

Concept:

Many careers are available in the field of commercial art.

Objectives:

1. The student will research jobs available in commerical art and report these findings to the class.

2. The student will make a site visitation to one of the following printing companies to observe the different jobs available in the field of commercial art:

Century Graphics Company
4422 Toulouse
New Orleans, LA

Upton Creative Printing
746 Carondolet
New Orleans, LA

3. After having made a site visitation to a printing company[illegible]he student will write a report about one job area in commercial art which incorporates his research information and first-hand information gathered from the site visitation and present this report to the class.

Subject:

Home Economics.

Concept:

Many career opportunities are available in the area of clothing services.

Objectives:

1. Using the Occupational Outlook Handbook, the student will research 10 jobs in clothing and related services and keep a written file of these occupations.

2. The students will design and display a bulletin board entitled, "Career Opportunities in Clothing Services."

3. The student will choose one career in clothing or related fields and write an in-depth report about this career.

4. The student will interview by phone, tape, letter, or in person, one individual employed in the student's area of interest and report this interview to the class.

5. After participation in a site visitation to a local clothing manufacturing company, the class will discuss opportunities within the plant.

6. The student will design a visual displaying the many occupations involved in the design, manufacture, and marketing of a garment.

Subject:

Home Economics.

Concept:

There are many occupations available in the retail clothing trades.

Objectives:

1. Each student will choose an occupation of interest in the realm of the retail clothing trade.

2. The student will research his chosen occupation according to the following outline:

    A. Job description.

    B. Working conditions.

    C. Training and other qualifications.

    D. Wages, benefits and advancement possibility.

3. The student will interview a person employed in his researched occupation during a field trip to a local department store.

4. The student will compile information gathered in a report to be presented to the class.

Subject:

American Literature, American History.

Concept:

Attitudes and interests concerning career decisions may change during one's lifetime.

Objectives:

1. Given a teacher prepared list of 25 American authors, the student will select 5 writers to research according to the author's original career choice and how he eventually became a writer.

2. After researching 5 authors, the student will write a 100 word report on each author.

3. The student will choose one of his reports and make a class presentation.

Subject:

Art.

Concept:

Good work habits are important to getting and keeping a job.

Objectives:

1. The class will discuss good work habits; after discussion, the student will then list 5 good work habits which he feels are most important to him.

2. Using one or several good work habits, the student will design a contemporary poster to illustrate his choices.

3. The student will present the completed poster to the class and discuss it according to design, medium, etc. used in its composition.

ONE YEAR UNITS

APPENDIX I

CHILD CARE

The following material is a basic outline which may be followed in a child-related career course. The course would be suitable for students considering careers in the following areas:

1. Child care aide
2. Child care center director
3. Nursery director
4. Kindergarten aide
5. Kindergarten teacher
6. Primary grade teacher
7. Primary grade aide
8. Recreation worker
9. Pediatrics nurse
10. Social worker
11. Mother
12. Father

Each day the course covers a 1-hour classroom lecture, activities' preparation, and a 2-hour block of time for laboratory experience in a local nursery, kindergarten, or primary school. This unit is designed to cover one year. Possible credit - 3.

Concept:

Many career opportunities are available in child care.

INTRODUCTION TO CHILD CARE

Concept:

Many careers center around the care of children.

Objectives:

1. After student research and teacher lecture about the history of child care, the student will be able to write a definition of child services.

2. The student will research and keep written reports on the occupational opportunities in child care.

3. The student will survey the community and compile a written list of types of services offered for the care of children.

4. The student will interview a mother who uses child care services and make a written report of her reasons for using these services.

5. The student will research and make a bulletin board illustrating types of child care services.

6. After hearing a presentation by a nursery school director and a kindergarten teacher, the student will describe in a written report the types of services offered in these two areas.

7. After student research and teacher presentation, the student will make reports on special needs of children and services available: crippled children, mentally retarded, foster homes, etc.

8. After viewing the films, "Toymaker," "Eternal Children," and "First as a Child," the student will be able to list three kinds of child care services.

9. After viewing the film, "Little World," the student will discuss the characteristics of a good day care center and prepare a bulletin board illustrating characteristics of a good day care center.

10. After visiting a child care center, the student will report on equipment and play materials in child care centers.

11. After completion of suitable chapters in the Red Cross First Aid Handbook, the student will report on common childhood diseases, immunizations, and symptoms of illness.

12. After a presentation by a child care resource person, the student will role-play what to do in case of emergency, severe illness, or injury to a child.

13. After class discussion and observation of a child care center, the student will report and discuss policies, rules, schedules, and procedures observed in a day care center.

CHILD DEVELOPMENT

Concept:

Experiences in early childhood are important in shaping attitudes and life styles.

Objectives:

1. After introductory teacher lecture, the student will research and discuss the role of heredity and environment in the growth process of children.

2. After an introductory teacher lecture, the student will research and discuss the physical, social and emotional development of the child 0-8 years of age.

3. The student will observe several children of various ages to 8 and compare and contrast their social, physical, and emotional development in a written report.

4. The student will plan two play activities for children ages 5 to 8.

5. The student will field test one play activity in a laboratory situation and write a report about that activity.

BASIC NEEDS OF CHILDREN

Concept:

The fulfillment of basic needs of children is important in shaping attitudes and life styles.

Objectives:

1. After completion of a unit on the basic needs of children, the student will be able to distinguish, on a check-list, between the basic needs of children at different age levels.

2. After completion of the unit on the basic needs of children, the student will study references on how these needs are met and present his findings to the class.

3. The student will research and report on the differing needs of the culturally disadvantaged child as they differ from the non-culturally disadvantaged child.

4. After a teacher presentation of the nutritional needs of children, the student will view the film, "Food as Children See It," and discuss the film in class.

5. The student will plan and prepare a simple luncheon for children.

6. After completion of a teacher-prepared unit on children's clothing, the student will be able to evaluate, on a checklist, children's clothing according to desirable features such as wearability, easy care, and ability of the garment to be handled by the child.

7. The student will collect pictures of clothing for children which illustrate desirable features and discuss these features in a class presentation.

8. After class presentation about health needs of children by a doctor or nurse, the student will be able to list child health needs and explain their importance.

9. After viewing the film, "Meeting the Emotional Needs of Children," the student will write a summary of the film.

10. The student will write a paragraph recalling strong emotions he felt as a child and, in small groups, discuss these feeling.

11. The student will view the films: "Fears of Children," "Children's Emotions," "Children's Fantasies," "Shy Child," and "Shyness." The student will then summarize them in brief written reports and participate in small group discussions of the films.

12. The student will observe children in a laboratory situation on two consecutive days and write brief reports on emotions expressed by these children.

13. After completing a teacher composed unit on the shaping of a child's achievement by heredity and external environment, the student will be able to write a brief report on this subject.

14. After completing the above unit, the student will be able to list three ways in which intellectual growth can be measured.

15. The student will observe and write a report on the daily behavior of a child in a kindergarten or primary class and report his observations to the class.

ACTIVITIES FOR CHILDREN

Concept:

Play activities are important in child development.

Objectives:

1. After hearing a presentation by a nursery school teacher, and a kindergarten teacher on the importance of play for children, the student will be able to write a brief report on the importance of play.

2. After completion of a teacher-prepared unit about play aids in the development of motor skills and coordination, the student will list games, toys, and equipment for large and small muscle development.

3. The student will bring pictures to class that illustrate kinds of play.

4. The student will plan a play activity for development of hand-eye coordination.

5. The student will research and write a report on how play contributes to the social, intellectual, emotional, and physical development of a child.

6. After a teacher presentation about play, the student will write a report about how play contributes to sharing cooperating, developing respect, and developing a sense of belonging among children.

7. The student will bring to class toys appropriate for children and explain to the class how these toys help the child develop creativity and imagination.

8. After a teacher presentation of a unit on art media for children, the student will present an activity using one media (fingerpaint, play dough) for children.

9. The student will role play story reading to develop skills in reading and telling stories.

10. The student will research and write a report explaining games and activities appropriate for children at three age levels.

11. After viewing several children's television programs, the student will write a report about the suitability of these programs for children.

12. After a presentation about children's books by a librarian, the student will be able to evaluate, on a checklist, the characteristics of an appealing children's book.

13. The student will select, bring to class, and discuss one children's book according to the qualities which make it appealing to the child.

14. After teacher presentation about choosing children's toys for different age levels, the student will be able to evaluate, on a checklist, the desirable qualities of a good toy for children at various age levels.

15. The student will bring to class a toy or picture of a toy and demonstrate to the class its use and its desirability for use on a particular age level.

16. The student will collect for a personal notebook, play activities for use with children, age level to 8 years.

FILMSTRIP REFERENCES

Film Library, Louisiana Public Health. Division of Public Health. P. O. Box 60630, New Orleans, LA 70160.

"ABC's of Baby Feeding"
"Babies Like to Eat"
"Bathing Your Baby"
"Care of the Newborn Baby"
"Child Care and Development"
"Children's Emotions"
"Children's Fantasies"
"Children of Change"
"Children Without"
"Fears of Children"
"Feeding the New Born"
"First as a Child"
"Food as Children See It"
"Frustrating Fours and Fascinating Fives"
"Jeanie is a Good Thing"
"Little World"
"Long Time to Grow"
"Meeting the Emotional Needs of Children"
"Play is Our Business"
"Play's the Thing"
"Preface to a Life"
"Shy Child"
"Shyness"
"Starting Nursery School: Pattern of Beginning"
"Terrible Two's and Trusting Three's"
"The Baby Sitter"
"To Keep Them Well"
"Toy Makers"

JOB EXPLORATION

Subject:

Sociology.

Introduction:

With the introduction of career education in the senior high schools, it will be necessary to make allowances for the absence of exposure of senior high school students to the various stages of awareness, motivation, and exploration. The guidance department may combine efforts with the sociology teacher to provide students with some exposure to the concepts suggested for the three stages.

Since sociology is the study of man in relation to society and since work and career choice are an integral force in his functioning in society, the sociology classes seem an ideal environment for the study of different aspects of the world of work in the immediate community. The guidance counselor and the sociology teacher will work together in coordinating the procedures used. Basically the project will be organized in the following manner.

The sociology classes consist of two sections of twenty-five students each. Each of these classes will be subdivided into five groups of five students. The general project of each sub-group will be to study a group of jobs in one related field, i.e. hospital careers. After the project is completed, the group will submit it to the sociology teacher and the guidance counselor who will evaluate the final product.

Procedure:

The procedure for implementing the project is as follows. Each sub-group will visit a local plant, business, or social agency for a general tour. Each individual group member will then observe or "shadow" a particular employee as he performs his work duties. Whenever possible, the student may even be allowed to perform some of the tasks himself. The student may take slide pictures of his "shadow" at work and tape an interview of him as he works. The interview will combine getting factual information about the job -- salary, education, training, benefits -- with seeking information about how the employee feels about himself in his present job situation, how he arrived at this particular job choice, and his satisfaction or dissatisfaction with his job.

Evaluation:

The student will organize his project on a contract basis. There will be two contracts -- A and B.

Contract A:

1. A brief slide presentation of the careers studied.
2. Taped interviews with employees "shadowed."
3. A written report about the career field studied.
4. Any creative effects which might enhance the completed project.
5. Presentation and explanation of the completed project to the general business classes in conjunction with their units about career choice.

Contract B:

1. A brief slide presentation of the careers studied.
2. Taped interviews with employees "shadowed."
3. A written report about the career field studied.
4. Presentation and explanation of completed project to the general business classes in conjunction with their units about career choice.

The sociology teacher and the guidance counselor will then confer with the individual groups about their completion of the contract.

Conclusion:

The ultimate goals of this project are fourfold: 1. to provide senior high school students with some aspects of career education; 2. to involve teachers in career education; 3. to enable guidance counselors to work with students and teachers in gathering first-hand information about job fields; and 4. to involve community resources in understanding and participating in career education. The completed projects can be used as part of a career information library with other classes and groups.

CONTRACT

THIS CONTRACT IS TO AID YOU IN COMPLETING YOUR COURSE ACTIVITIES FOR SOCIOLOGY 101 IN THE AREA OF CAREER EDUCATION. AFTER PRESENTATION OF AN OUTLINE OF THE OBJECTIVES AND ACTIVITY CHOICES, YOU WILL COMPLETE THIS FORM FOR YOUR DESIRED GRADE AVERAGE.

CONTRACT CHOSEN: A_____ B_____

CREATIVE EFFECTS:

A.
B.
C.
D.

I CONTRACT TO FULFILL THIS ACTIVITY. IF I FAIL TO FULFILL MY OBLIGATIONS, THIS CONTRACT BECOMES VOID.

AGREED COMPLETION DATE __________

NAME__________________________ DATE _________________

TEACHER INITIAL ___________
COUNSELOR INITIAL _________

QUESTIONNAIRE

The purpose of this shadow experience is to familiarize you with a career field. You will actually spend some time at a job site with an employee. The employee will perform his regular tasks as you observe or "shadow" him; you may even be allowed to perform some of the tasks whenever it is feasible. The following guidelines will help you get an overall picture of the career you are studying.

Organization ______________________________

Job Title ______________________________

Description of Duties ______________________________

Training, Education Needed ______________________________

Salary ______________

Advancement Opportunities ______________________________

Benefits ______________________________

Hours, Overtime ______________________________

Safety Features ______________________________

Questions you may wish to ask the employee:

What do you like most about your job?

What do you dislike most about it?

Why did you choose this particular job?

Are you satisfied with your job? If not, how would you like to change it?

If you had to project yourself ten years into the future, what job or career would you like to be holding?

What is your goal in life?

Additional Comments:

A SAMPLE REQUEST LETTER

Mr. Vernon Granier, Administrator
St. Charles Hospital
Luling, Louisiana 70070

Dear Mr. Granier:

Hahnville High School is becoming involved this year in a program in career education. As part of initiating certain aspects of this program on the senior high level, we would appreciate your assistance in helping to familiarize one group of students, members of the sociology class, with career fields represented in your hospital. We wish to know if it would be possible for a group of five senior students to have a general tour of the hospital facility. We would also like permission for the individuals in this group to take slide pictures of the employees at work, interview them on tape, and where feasible, "shadow" or follow an employee as he performs his duties.

The information acquired from these procedures will be invaluable to the student in learning first-hand about hospital careers.

If you will consider this request, please call me at Hahnville High School (783-6637) and I will be happy to discuss details of the project with you.

Yours truly,

HAHNVILLE HIGH SCHOOL

Counselor

APPENDIX II

TEACHING POETRY

Developed By

Michael Wells
English Teacher
HAHNVILLE HIGH SCHOOL

INTRODUCTION

The following three units are designed to be used on the high school level. The three together should cover fifteen to twenty class days. They are as follows:

I. Traditional poetry, figures of speech, poetic devices.

II. Applying figures of speech to everyday reading and listening.

III. Applying songs to values clarification and understanding of self.

Unit I

Concept:

1. Literature, poetry in this case, is an effective learning device in helping students to understand themselves, the society in which they live, their fellow man, the values by which they live (or should live), etc.

2. In order that students may more completely understand the various poems to be studied, they must also be knowledgeable of certain terms (figures of speech, poetic devices) associated with poetry.

Objectives:

1-A. At the conclusion of Unit I (about 5 days), each student will be able to list five poems and the meanings of each in a written report.

1-B. Each student will apply the interpretation of the poems as they apply to himself, someone he knows, or to society in general.

2-A. Each student will match definitions with the terms associated with poetry (alliteration, hyperbole, image, irony, lyric, metaphor, personification, refrain, rhyme, rhyme scheme, rhythm, simile, song, sonnet, stanza, symobl, tone, meter, theme, meaning) on a written quiz.

2-B. Each student will recognize ten of these terms in lines of poetry and explain to the particular lines of poetry on a teacher test.

Procedure:

Each day the class will read selected poems. Each poem will be interpreted orally and its meaning determined. During the discussion of each poem, the mechanics of poetry will also be emphasized. Specific examples of each term listed in objective 2-A will be emphasized. The class will attempt to apply the themes and meanings to themselves, someone they know, or society in general.

Evaluation:

1. Given five poems from which to choose, the student will write an essay interpreting one poem.

2. Each student will correctly respond to 70% of the items on a teacher prepared test of definitions and identification of poetic terms.

Unit II

Concept:

Many techniques which are used in writing poetry are also used in various other means of communication which are more familiar to students. Those include the radio and television commercials and newspaper and magazine advertisements. They also include articles in newspapers and magazines.

Objectives:

Each student will collect a minimum of three examples of the figures of speech and poetic devices. These examples will be cut from the pages of magazines and newspapers or quoted from commercials on television and radio. Students will collect examples of the following: simile, metaphor, personification, irony, hyperbole, alliteration, and allusion.

Procedure:

Students will bring magazines and newspapers to class daily. They will also bring construction paper, scissors, and either tape or glue. The teacher will also provide magazines and newspapers for use in class. Students will spend three days working on a display consisting of lines cut from magazines and newspapers and quotations from radio and television.

Evaluation:

Every student who completes the minimum requirements in objective will pass this unit. Each time the number of examples he collects increases by three above the minimum, his grade increases one letter grade. Three examples equals grade D, six - C, nine - B, twelve - A.

Unit III

Concept:

Some of the best living poets are performers and songwriters of today. Many of them have something to say in their songs, and they say it well. Many poems are songs and many songs are poems. There are many terms associated with both music and poetry. These include lyric, stanza, refrain, rhyme, rhythm, and melody. The themes of many modern songs can help students understand themselves and their society.

Objective:

Each student will bring copies of the lyrics of at least two popular songs. Each of these will be read and interpreted to the class. Each student will write his interpretation to be turned in with a copy of the lyrics. Each student should attempt to apply the writer's meaning to something relating to himself or to society. Some suggested topics are love, beauty, war, nature, friendship, social problems, etc. Some suggested song writers are John Denver, Mac Davis, Cat Stevens, Carole King, Bob Dylan, Paul McCartney, John Lennon, Donovan, Seals and Croft, Simon and Garfunkel, Neil Diamond, etc.

Procedure:

Each day the teacher will work with students individually and as a group to arrange the songs into lines. The class will also listen to the songs to see how the music accompanying the lyrics adds to or subtracts from the theme of the song.

Evaluation:

Each student must complete the minimum requirements in objective in order to pass. The grade will be based on quality of work.

APPENDIX III

CAREER INFORMATION RESOURCES

CAREERS IN BUILDING TRADES

American Federation of Labor and Congress of Industrial Organizations
Building and Construction Trades Department
815 16th Street, N.W.
Washington, D. C. 10006

Associated General Contractors of America, Inc.
1857 E Street, N.W.
Washington, D. C. 10006

National Association of Home Builders
1625 L Street, N.W.
Washington, D. C. 20036

State employment service

Technical and vocational schools in your area

Local contractors also constitute a good source for further information

CAREERS IN BUSINESS AND OFFICE OCCUPATIONS

American Bankers Association
12 East 36th Street
New York, New York 10016

"Clerical Occupations for Women, Today and Tomorrow"
(Women's Bureau Bulletin 289, 1964)
Superintendent of Documents
Washington, D. C. 20402 (price 35 cents)

Data Processing Management Association
524 Busse Highway
Park Ridge, Illinois 60068

Regional office of the Civil Service Commission

State Supervisor of Office Occupation Education
State Department of Education

United Business Education Association
Department of the National Education Association
1201 16th Street, N.W.
Washington, D. C. 20036

State employment service

Local and technical education centers, business colleges, and community colleges

Local business and industrial personnel directors

CAREERS IN COMMUNICATIONS

American Federation of Television and Radio Artists
724 Fifth Avenue
New York, New York 10019

American Newspaper Guild
1126 16th Street, N.W.
Washington, D. C. 20036

Communications Workers of America
1925 K Street, N.W.
Washington, D. C. 20006

The Education Council of the Graphic Arts Industry, Inc.
1411 K Street, N. W.
Washington, D. C. 20005

National Association of Photo-Lithographers
230 West 41st Street
New York, New York 10036

Printing Industries of America, Inc.
20 Cherry Chase Circle, N.W.
Washington, D. C. 20015

Professional Photographers of America, Inc.
152 West Wisconsin Avenue
Milwaukee, Wisconsin 53203

State Employment Service

Local vocational and technical schools

Local telephone, printing, radio and television companies

CAREERS IN INDUSTRY

American Apparel Manufacturers Association, Inc.
2000 K Street, N.W.
Washington, D. C. 20006

American Forest Products Industries
1835 K Street, N.W.
Washington, D. C. 20036

American Iron and Steel Institute
150 East 42nd Street
New York, New York 10017

Electronic Industries Association
20001 Eye Street, N.W.
Washington, D. C. 20006

Foundry Educational Foundation
1138 Terminal Tower
Cleveland, Ohio 44113

Manufacturing Chemists' Association
1825 Connecticut Avenue, N.W.
Washington, D. C. 20009

United Garment Workers of America
31 Union Square
New York, New York 10003

United Steelworkers of America
1500 Commonwealth Building
Pittsburgh, Pennsylvania 15222

State Employment Service

Local Industries

Vocational and technical schools in your area

CAREERS IN MACHINE OCCUPATIONS

Bureau of Apprenticeship and Training
U. S. Department of Labor
Washington, D. C.

The National Machine Tool Builders Association
2139 Wisconsin Avenue, N.W.
Washington, D. C. 20007

The National Tool, Die and Precision Machining Association
1411 K Street, N.W.
Washington, D. C. 20005

State employment service

Technical and vocational schools in your area

Personnel directors of industries in your area who employ workers in the machine trades

CAREERS IN PERSONAL SERVICES

American Hotel and Motel Association
221 West 57th Street
New York, New York 10019

Associated Master Barbers and Beauticians of America
219 Greenwich Road
P. O. Box 17782
Charlotte, North Carolina 28211

Council on Hotel, Restaurant and Institutional Education
Statler Hall
Cornell University
Ithaca, New York 14850

Education Director
National Restaurant Association
153 North Lake Shore Drive
Chicago, Illinois 60610

International Association of Chiefs of Police
1319 18th Street, N.W.
Washington, D. C. 20036

International Association of Fire Fighters
905 16th Street, N.W.
Washington, D. C. 20006

International Association of Women Police
100 North LaSalle Street
Chicago, Illinois 60602

National Association of Cosmetology Schools, Inc.
3839 White Plains Road
Bronx, New York 10467

National Executive Housekeepers Association, Inc.
Business and Professional Building
Gallipolis, Ohio 45631

State employment service

Local fire departments

Local law enforcement agencies

CAREERS IN SALES

The Council on Opportunities in Selling, Inc.
630 Third Avenue
New York, New York 10017

National Association of Insurance Agents, Inc.
96 Fulton Street
New York, New York 10038

The National Association of Life Underwriters
1922 F Street, N.W.
Washington, D. C. 20006

National Association of Wholesalers
1725 K Street, N. W.
Washington, D. C. 20006

National Automobile Dealers Association
2000 K. Street, N. W.
Washington, D. C. 20006

State Supervisor of Distributive Education
State Department of Education

State employment service

Local companies and organizations employing salesmen

CAREERS IN SKILLED SERVICES

Association of Home Appliance Manufacturers
20 North Wacker Drive
Chicago, Illinois 60606

Automotive Service Industry Association
168 North Michigan Avenue
Chicago, Illinois 60601

Farm Equipment Institute
850 Wrigley Building N.
410 Michigan Avenue
Chicago, Illinois 60601

Instrument Society of America
530 William Penn Place
Pittsburgh, Pennsylvania 15200

Refrigeration Service Engineers Society
433 North Waller Avenue
Chicago, Illinois 60644

State employment agencies

Technical and vocational schools in your area

Local dealers and service companies can also provide the counselor with valuable information